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# 7B

## Information

### *Professional Services Committee*

### Teacher Examination Study

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**Executive Summary:** At the June 5, 2003 meeting of the Commission on Teacher Credentialing, staff was directed to study the structure and number of current licensure exams. This item describes current exam requirements, including the SB 2042 teaching performance assessment and offers a series of questions for the Commission's consideration.

**Recommended Action:** None.

**Presenter:** Amy Jackson, Administrator,  
Professional Services Division



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# Teacher Examination Study

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## Introduction

At its June 5, 2003, meeting the Commission directed staff to further research the examination issues posed and return to the Commission with conceptual ideas and an approach that would include stakeholder involvement that could be considered for potential future action.

This item describes the assessments currently required by the Education Code for basic skills, subject matter knowledge, and reading instruction competency, and reviews the exams offered by the Commission on Teacher Credentialing. By law, candidates must also take and pass a teaching performance assessment, which focuses on measuring knowledge, skills, and abilities related to teaching (*this assessment requirement is suspended until further Commission discussion and action*). Copies of the specific code sections for these examinations and assessments are contained in Appendix A.

In recent years, concerns have been expressed regarding the scope and cost of requiring teacher candidates to pass several different examinations in order to complete the requirements set forth by the California Education Code. This information item describes the current examination series requirements and poses potential questions that could be pursued to determine if current teacher exams that are required for both multiple and single subject candidates could be streamlined. These ideas also provide opportunities to create efficiencies in testing. Four key issues are considered in this discussion:

- Basic skill exam requirements for teacher candidates
- Overlapping content across current teacher licensure exams
- Technology and the implementation of on-line, test center exams
- SB 2042 teaching performance assessment

## Background

California law requires that candidates for a California teaching credential meet certain minimal requirements prior to attaining a credential. Over time, a series of assessments and examinations have been added to these requirements for the purpose of ensuring accountability for basic skill competence and subject matter knowledge.

Education Code Section 44259 (5) requires the Commission to ensure that teacher preparation and assessments are fully aligned to the K-12 student academic content standards. With the passage of Senate Bill 2042 (Alpert and Mazzoni, Chap. 548, Stats. of 1998), the Commission has been engaged in aligning program standards and subject matter examinations with the

academic content standards. The Commission has also been engaged in the development and implementation of the California Teaching Performance Assessment (CA TPA), which enables programs to meet the requirement of Standard 19 and assess candidates on the teaching performance expectations. A letter sent in early 2003 from then-Secretary for Education Kerry Mazzoni and Senator Dede Alpert, the authors of Senate Bill 2042, cautioned the Commission about the magnitude of the state budget crisis. The Commission was asked to work with representatives of the higher education institutions to determine whether the model teaching performance assessment could be redesigned to lower costs. Accordingly, this requirement is suspended until further Commission discussion and action.

To set the context for this discussion, exams currently required of multiple subject candidates are described below.

### **Testing Requirements for Multiple Subject Credential Candidates**

Multiple subject candidates are required to pass three exams. Candidates must pass the California Basic Educational Skills Test (CBEST), the California Subject Exam for Teachers: Multiple Subjects (CSET: MS), and the Reading Instruction Competence Assessment (RICA). Candidates must take the CBEST prior to entering a teacher preparation program and pass the exam before entering student teaching. Effective July 1, 2004, passage of the CSET: MS is required prior to student teaching or enrollment in an Intern Program. Candidates must pass the RICA prior to recommendation for a Multiple Subjects Teaching Credential. In addition, the law now requires that teacher candidates take and pass a teaching performance assessment prior to attaining a preliminary teaching credential.

#### ***Basic Skills (EC §44252)***

The CBEST assesses basic reading, writing, and mathematics skills found to be important for teaching in California public schools. Passage of the CBEST is required for nearly all teaching credential candidates. It is also used to verify basic skills for other teaching and services credentials and for employment purposes. Individuals are required to take the CBEST prior to admission to the teacher education program and to pass it before obtaining certification. This paper-and-pencil examination became a requirement in 1983 and may be completed at a single four-hour testing session or each of the three areas tested may be taken on separate dates.

#### ***Subject Matter (EC §44281)***

The CSET: MS is used to verify subject matter competence for self-contained classroom teacher candidates. The CSET: MS is aligned with the current K-12 student standards and is divided into three subtests by content area: 1) Reading, Language, and Literature; and History and Social Science, 2) Science and Mathematics; and 3) Physical Education, Human Development, and Visual and Performing Arts. All three subtests must be passed before entering the student teaching or intern portion of a teacher preparation program. The CSET: MS was first administered on January 25, 2003, and is the latest test used to satisfy the examination option for the subject matter requirement that was initiated with the creation of the Ryan credentials in 1970. This paper-and-pencil test may be completed at a single five-hour testing session or each

subtest may be taken on separate dates. This examination is also an option used to verify subject matter competency for special education credential candidates and may be used by multiple subject credential candidates and holders to comply with the “highly qualified” requirement of the NCLB Act.

***Reading Instruction (EC §44283)***

The RICA is required for all California-trained Multiple Subject Teaching Credential and education specialist credential candidates and verifies possession of the knowledge and skills important for the provision of effective reading instruction for K–8 students. Candidates generally fulfill this 1998 requirement during or after completion of their teacher preparation program. There are two options available to satisfy the RICA: the four-hour paper-and-pencil examination that must be passed at one testing session or the video assessment that requires the candidate to identify three lesson plans, teach the lessons to students as they are being videotaped, and reflect upon the outcomes. This examination is also a requirement for California-trained special education credential candidates.

*Table A: Exam Requirements and Costs for Multiple Subject Candidates*

	<b>CBEST</b>	<b>CSET: MS or Approved Subject Matter program</b>	<b>RICA</b>	<b>TPA (suspended)</b>	<b>Total Cost</b>
<b>Multiple Subject Credential</b>	<b>\$41.00</b>	<b>\$216.00</b>	<b>\$134.00 (Written Exam) OR \$226.00 (Video Performance Exam)</b>	<b>Completed as part of teacher preparation</b>	<b>\$391.00 OR \$483.00</b>

**Testing Requirements for Single Subject Credential Candidates**

Candidates for a Single Subject Teaching Credential are also required by the California Education Code to pass certain examinations before certification. Candidates must take the CBEST (see above) prior to entering a teacher preparation program and pass the exam before entering student teaching. Effective July 1, 2004, candidates must demonstrate subject matter knowledge prior to student teaching or enrollment in an Intern program. Single Subject candidates may document their subject matter knowledge by passing a Commission-approved exam (CSET: SS) or by completing a Commission approved subject matter program. In addition, the law now requires Single Subject candidates to take and pass a teaching performance assessment. As noted previously, this requirement is suspended until further Commission discussion and action.

### ***Subject Matter (EC §44281)***

Individuals may satisfy the subject matter requirement by either completing the subject matter program through their institution or passing the examination option. With the recent revision of the K-12 student standards, the Commission has begun the process of realigning the subject matter requirements for the Single Subject examination and the standards for the subject matter program. CSET: SS is the resulting examination structure replacing the older combined Praxis II - Single Subject Assessment for Teaching structure. Currently, the four core subject areas of English, Mathematics, the Sciences, and Social Science have been realigned and CSET: SS examinations have been available in these subjects since January 2003. The CSET: SS in Art, Languages Other Than English, Music, and Physical Education will be available in fall 2004, and it is anticipated that the remaining CSET: SS areas of Agriculture, Business, Health Science, Home Economics, and Industrial Education and Technology will be available in fall 2005.

Similar to the CSET: Multiple Subject, each CSET: SS is divided into 2-4 subtests based on content. The majority of CSET: SS examinations are paper-and-pencil tests that may be completed at a single five-hour testing session, although subtest(s) may be taken on separate dates, at the candidate's option. In most cases, each subtest contains both multiple choice and constructed response questions, with oral and audio components in the CSET: Languages Other Than English examinations. The CSET: Art and CSET: Music have additional practical portions that requires submission of videotaped art work or musical performances, as applicable.

Single Subject Credential candidates must pass the subject examination or complete the subject matter program prior to entering the student teaching or intern portion of their teacher education program. Passage of the appropriate CSET: SS is also an option used to verify subject matter competency for special education credential candidates, and may be used by single subject credential candidates and holders to comply with the "highly qualified" requirement of the NCLB Act.

**Table B: Exam Requirements and Costs for Single Subject Candidates**

	<b>CBEST</b>	<b>CSET SS or Approved Subject Matter program</b>	<b>TPA (suspended)</b>	<b>Total Cost</b>
<b>Single Subject Credential</b>	<b>\$41.00</b>	<b>\$216.00</b>	<b>Completed as part of teacher preparation</b>	<b>\$257.00</b>

## **SB 2042, Teaching Performance Assessment**

### **Background**

Pursuant to SB 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998) Education Code Section 44259 requires all Preliminary Teaching Credential candidates to pass a teaching performance assessment (TPA) as part of preparation for a preliminary credential. Professional teacher preparation programs may use the California Teaching Performance Assessment (CA TPA) developed by the California Commission on Teacher Credentialing (Commission) or they may develop their own teaching performance assessment. All teaching performance assessments will eventually be reviewed by the Commission and must meet the requirements of the five assessment quality standards (Appendix B) described in the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. Teaching performance assessments must measure the teaching performance expectations (TPEs) listed in the Professional Preparation Standards. As mentioned earlier, this requirement is suspended until further Commission discussion and action. Additional information regarding the CA TPA is included in Appendix C.

## **Discussion**

Multiple and Single Subject Credential candidates are required to pass a variety of assessments at various points in their preparation to verify knowledge and competency in essential functions of teaching. These examination programs have been added incrementally over time. New computer-based technologies, new accountability requirements, and concerns about the scope and costs of teacher examinations provide an opportunity for the Commission to undertake a comprehensive look at the California's credential examinations programs. Staff have identified a series of policy questions for discussion:

**What is the appropriate way to assess basic skill competency?**

**Is there overlapping content across the current teacher licensure exams?**

**What are the implications of appropriate and secure on-line, test center exams?**

**How should the SB 2042 teaching performance assessment requirement be maintained and implemented?**

## **Staff Direction**

Should staff explore these questions with stakeholders and develop options, including potential resource requirements and costs, for a comprehensive study of the examination programs?





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## Teacher Examination Study

### Appendix A

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#### Basic Skills Proficiency Test

44252. (a) The commission shall establish standards and procedures for the initial issuance and renewal of credentials. (b) Commencing on February 1, 1983, the Commission on Teacher Credentialing shall not issue initially any credential, permit, certificate, or renewal of an emergency credential to any person to serve in the public schools unless the person has demonstrated proficiency in basic reading, writing, and mathematics skills in the English language as provided in Section 44252.5. However, an emergency credential holder who has passed the basic skills proficiency test shall not be required to repeat the test in order to obtain a renewal of his or her emergency credential. The commission shall exempt from the basic skills proficiency test requirement any of the following persons:

(1) A person credentialed solely for the purpose of teaching adults in an apprenticeship program.

(2) An applicant for an adult education designated subject credential for other than an academic subject.

(3) A person credentialed in another state who is an applicant for employment in a school district in this state who has passed a basic skills proficiency examination which has been developed and administered by the school district offering that person employment, or by cooperating school districts, or by the appropriate county office of education. School districts administering a basic skills proficiency examination under this paragraph shall comply with the requirements of subdivision (h) of Section 44830. Such an applicant shall be granted a nonrenewable credential, valid for not longer than one year, pending fulfillment of the basic skills proficiency requirement pursuant to Section 44252.5.

(4) An applicant for a child care center permit or a permit authorizing service in a development center for the handicapped, so long as the holder of the permit is not required to have a baccalaureate degree.

(5) The holder of a credential, permit, or certificate to teach, other than an emergency credential, who seeks an additional authorization to teach.

(6) An applicant for a credential to provide service in the health profession.

(c) By December 31, 1982, the Superintendent of Public Instruction shall adopt an appropriate state test to measure proficiency in these basic skills. In adopting the test, the superintendent shall seek assistance from the commission and an advisory board. A majority of the members of the advisory board shall be classroom teachers. The board shall also include representatives of local school boards, school administrators, parents, and postsecondary institutions. The superintendent shall adopt any normed test that the superintendent determines will sufficiently test basic skills for purposes of this section. The superintendent, in conjunction with the

commission and approved teacher training institutions, shall take steps necessary to insure the effective implementation of this provision.

(d) Nothing in this section shall be construed as requiring the holders of, or applicants for, a designated subjects special subjects credential or vocational designated subject credential to pass the state basic skills proficiency test, unless the requirements for the specific credential required the possession of a baccalaureate degree. The governing board of each school district, or each governing board of a consortium of school districts, or each governing board involved in a joint powers agreement, which employs a holder of a designated subjects special subjects credential or vocational designated subject credential shall establish its own basic skills proficiency criteria for the holders of these credentials and shall arrange for those individuals to be assessed. The basic skills proficiency criteria established by the governing board shall be at least equivalent to the test required by the district, or in the case of a consortium or a joint powers agreement, by any of the participating districts, for graduation from high school. The governing board or boards may charge a fee to individuals being tested to cover the costs of the test, including the costs of developing, administering, and grading the test.

(e) The commission shall compile data regarding the rate of passing the state basic skills proficiency test by persons who have been trained in various institutions of higher education. The data shall be available to members of the public, including to persons who intend to enroll in teacher education programs.

(f) Each applicant to an approved credential program, unless exempted by subdivision (b), shall take the state basic skills proficiency test in order to provide both the prospective applicant and the program with information regarding the applicant's proficiency level. Test results shall be forwarded to each California postsecondary institution to which the applicant has applied. The program shall use test results to ensure that upon admission, each applicant receives appropriate academic assistance necessary to pass the state basic skills proficiency test. Persons residing outside the state shall take the test no later than the second available administration following their enrollment in a credential program. It is the intent of the Legislature that applicants for admission to teacher preparation programs not be denied admission on the basis of state basic skills proficiency test results.

### **Subject Matter Knowledge Examinations**

44280. The adequacy of subject matter preparation and the basis for assignment of certified personnel shall be determined by the successful passage of a subject matter examination as certified by the commission, except as specifically waived as set forth in Article 6 (commencing with Section 44310) of this chapter. For the purpose of determining the adequacy of subject matter knowledge of languages for which there are no adequate examinations, the commission may establish guidelines for accepting assessments performed by organizations that are expert in the language and culture assessed.

44281. The commission shall select, administer, and interpret subject matter examinations, which shall be a prerequisite for assignment to assure minimum levels of subject matter knowledge by all certified personnel regardless of the pattern and place of preparation.

44282.(a) The commission shall adopt examinations and assessments to verify the subject matter knowledge and competence of candidates for the single subject teaching credentials described in Section 44257 and the concentrations described in Section 44257.2.

(b) A general subject matter examination authorizing teaching multiple subjects shall include an examination of the candidate's knowledge of the following areas: language studies, literature, mathematics, science, social studies, history, the arts, physical education, and human development.

### **Reading Instruction Competence Assessment**

44283.(a) The Legislature hereby recognizes that teacher competence in reading instruction is essential to the progress and achievement of pupils learning to read in elementary and secondary schools. It is the intent of the Legislature that the commission develop a reading instruction competence assessment to measure the knowledge, skill, and ability of first-time credential applicants who are not credentialed in any state who will be responsible for reading instruction.

(b) The commission shall develop, adopt, and administer a reading instruction competence assessment consisting of one or more instruments to measure an individual's knowledge, skill, and ability relative to effective reading instruction. The reading instruction competence assessment shall measure the knowledge, skill, and ability of first-time credential applicants who are not credentialed in any state that the commission determines to be essential to reading instruction and shall be consistent with the state's reading curriculum framework adopted after July 1, 1996, and the Reading Program Advisory published by the State Department of Education in 1996. The commission shall perform the following duties with respect to the reading instruction competence assessment:

- (1) Develop, adopt, and administer the assessment.
- (2) Initially and periodically analyze the validity and reliability of the content of the assessment.
- (3) Establish and implement appropriate passing scores on the assessment.
- (4) Analyze possible sources of bias on the assessment.
- (5) Collect and analyze background information provided by first-time credential applicants who are not credentialed in any state who participate in the assessment.
- (6) Report and interpret individual and aggregated assessment results.
- (7) Convene a task force to advise the commission on the design, content, and administration of the assessment. Not less than one-third of the members of the task force shall be classroom teachers with recent experience in teaching reading in the early elementary grades.
- (8) Prior to requiring successful passage of the assessment for the preliminary multiple subject teaching credential, certify that all of the teacher education programs approved by the commission pursuant to Section 44227 offer instruction in the knowledge, skills, and abilities required by the assessment.

(c) Commencing on the earliest feasible date, as determined by the commission, the requirements for issuance of the preliminary multiple subject teaching credential, as set forth in subdivision (b) of Section 44259, shall include successful passage of one of the following components of the reading instruction competence assessment:

- (1) A comprehensive examination of the knowledge and skill pertaining to effective reading instruction of the credential applicant.

(2) An authentic assessment of teaching skills and classroom abilities of the credential applicant pertaining to the provision of effective reading instruction.

(d) The reading instruction competence assessment is subject to the provisions of Sections 44235.1 and 44298.

## **Senate Bill 2042**

44320.2. (a) The Legislature finds and declares that the competence and performance of teachers are among the most important factors in influencing the quality and effectiveness of education in elementary and secondary schools.

(b) For a program of professional preparation to satisfy the requirements of paragraph (3) of subdivision (b) of Section 44259, the program shall include a teaching performance assessment that is aligned with the California Standards for the Teaching Profession and that is congruent with state content and performance standards for pupils adopted pursuant to subdivision (a) of Section 60605. In implementing this requirement, institutions or agencies may do the following:

(1) Voluntarily develop an assessment for approval by the commission. Approval of any locally developed performance assessment shall be based on assessment quality standards adopted by the commission, which shall encourage the use of alternative assessment methods including portfolios of teaching artifacts and practices.

(2) Participate in an assessment training program for assessors and implement the commission developed assessment.

(3) Request that the commission conduct the performance assessment for its candidates.

(c) The performance assessment shall not be incorporated into professional preparation programs without streamlining the existing teacher credential requirements. The commission shall implement the performance assessment in a manner that does not increase the number of assessments required for teacher credential candidates prepared in this state. Each candidate shall be assessed during the normal term or duration of the candidate's preparation program as provided by law.

(d) Subject to the availability of funds in the annual Budget Act, the commission shall perform the following duties with respect to the performance assessment:

(1) Assemble and convene an expert panel to advise the commission about performance standards and developmental scales for teaching credential candidates and the design, content, administration, and scoring of the assessment. Not fewer than one-third of the panel members shall be classroom teachers in California public schools.

(2) Design, develop, and implement assessment standards and an institutional assessor training program for the sponsors of professional preparation programs to use if they choose to use the commission developed assessment.

(3) Design, develop, adopt, administer, and score the assessment for candidates that request direct administration of the assessment by the commission.

(4) Establish a review panel to examine each assessment developed by an institution or agency in relation to the standards set by the commission and advise the commission regarding approval of each assessment system.

(5) Initially and periodically analyze the validity of assessment content and the reliability of assessment scores that are established pursuant to this section.

(6) Establish and implement appropriate standards for satisfactory performance in assessments that are established pursuant to this section. The commission shall ensure that oral proficiency in English is a criterion for scoring each candidate's performance in each assessment.

(7) Analyze possible sources of bias in the performance assessment and act promptly to eliminate any bias that is discovered.

(8) Collect and analyze background information provided by candidates who participate in the performance assessment, and report and interpret the individual and aggregated results of the assessment.

(9) Examine and revise, as necessary, the institutional accreditation system pursuant to Article 10 (commencing with Section 44370), for the purpose of providing a strong assurance to teaching candidates that ongoing opportunities are available in each credential preparation program that is offered pursuant to Section 44320, Article 6 (commencing with Section 44310), Article 7.5 (commencing with Section 44325), or Article 3 (commencing with Section 44450) of Chapter 3 for candidates to acquire the knowledge, skills, and abilities measured by the assessment system.

(10) Ensure that the aggregated results of the assessment for groups of candidates who have completed a credential program are used as one source of information about the quality and effectiveness of that program.

(e) The commission shall ensure that each performance assessment pursuant to subdivision (b) is aligned with the California Standards for the Teaching Profession. To the maximum feasible extent, each performance assessment shall be ongoing and blended into the preparation program, and shall produce the following benefits for credential candidates, sponsors of preparation programs, and local education agencies that employ program graduates:

(1) The performance assessment shall be designed to provide formative assessment information during the preparation program for use by the candidate, instructors, and supervisors for the purpose of improving the candidate's teaching knowledge, skill, and ability.

(2) The performance assessment results shall be reported so that they may serve as one basis for a recommendation by the program sponsor that the commission award a teaching credential to a candidate who has successfully met the performance assessment standards.

(3) The formative assessment information pursuant to paragraph (1) and the performance assessment results pursuant to paragraph (2) shall be reported so that they may serve as one basis for the new teacher's individual induction plan pursuant to Section 44279.2.

(f) The teaching performance assessment that is offered in accordance with paragraph (3) of subdivision (b) shall be subject to Sections 44235.1 and 44298. Assessments in accordance with paragraphs (1) and (2) of subdivision (b), including the commission's administrative costs, shall be subject to the annual Budget Act.



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## Teacher Examination Study Appendix B

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### Assessment Quality Standards

#### **Program Standard 19: Assessment Designed for Validity and Fairness**

*(Standard 19 Applies to Programs that Request Approval of Alternative Assessments)*

The sponsor of the professional teacher preparation program requests approval of a Teaching Performance Assessment (TPA) in which complex pedagogical assessment tasks and multi-level scoring scales are linked to the Teaching Performance Expectations (TPEs) in Appendix A. The program sponsor clearly states the intended uses of the assessment, anticipates its potential misuses, and ensures those local uses are consistent with the statement of intent. The sponsor maximizes the fairness of assessment design for all groups of candidates in the program, and ensures that the established passing standard on the TPA is equivalent to or more rigorous than the recommended state passing standard.

#### **Program Standard 20: Assessment Designed for Reliability and Fairness**

*(Standard 20 Applies to Programs that Request Approval of Alternative Assessments)*

The sponsor of the professional teacher preparation program requests approval of an assessment that will yield, in relation to the key aspects of the major domains of the TPEs, enough collective evidence of each candidate's pedagogical performance to serve as an adequate basis to judge the candidate's general pedagogical competence for a Preliminary Teaching Credential. The sponsor carefully monitors assessment development to ensure consistency with the stated purpose of the assessment. The Teaching Performance Assessment includes a comprehensive program to train and re-train assessors. The sponsor periodically evaluates assessment design to ensure equitable treatment of candidates. The assessment design and its implementation contribute to local and statewide consistency in the assessment of teaching competence.

#### **Program Standard 21: Assessment Administered for Validity, Accuracy and Fairness**

The sponsor of the professional teacher preparation program implements the Teaching Performance Assessment according to the assessment design. In the program, candidate responses to pedagogical assessment tasks are scored in a manner that ensures strong consistency of scoring among assessors, particularly in relation to the established passing standard. The program sponsor periodically monitors the administration, scoring and results of the assessment to ensure equitable treatment of candidates. Prior to initial assessment, each candidate receives the Teaching Performance Expectations and clear, accurate information about the nature of the assessment and the pedagogical tasks.

## **Program Standard 22: Assessor Qualifications and Training**

To foster fairness and consistency in assessing candidate competence in the professional teacher preparation program, qualified assessors accurately assess each candidate's responses to the pedagogical assessment tasks in relation to the Teaching Performance Expectations and the multi-level scoring scales. The program sponsor establishes assessor selection criteria that ensure substantial pedagogical expertise on the part of each assessor. The sponsor selects and relies on assessors who meet the established criteria. Each prospective assessor completes a rigorous, comprehensive assessor training program. The program sponsor determines each assessor's continuing service as an assessor in the program primarily based on the assessor's scoring accuracy and documentation. Each continuing assessor is re-calibrated annually.

## **Program Standard 23: Assessment Administration, Resources and Reporting**

In the professional teacher preparation program, the Teaching Performance Assessment is administered and reported in ways that are consistent with its stated purpose and design. To ensure accuracy in administration of the assessment, the program sponsor annually commits sufficient resources, expertise and effort to its planning, coordination and implementation. Following assessment, candidates receive performance information that is clear and detailed enough to (a) serve as a useful basis for their Individual Induction Plans developed within an approved Induction Programs, or (b) guide them in study and practice as they prepare for re-assessment, as needed. While protecting candidate privacy, the sponsor uses individual results of the assessment as one basis for recommending candidates for Preliminary Teaching Credentials. The sponsor uses aggregated assessment results in appropriate ways to improve the program. The sponsor documents the administration, scoring and reporting of the assessment in accordance with state accreditation procedures.



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# Teacher Examination Study

## Appendix C

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### Teaching Performance Assessment

#### Teaching Performance Expectations

The purpose of the CA TPA is to measure a teacher candidate's knowledge, skills, and abilities related to the Teaching Performance Expectations (TPEs). Each TPE is a statement describing an integrated set of pedagogical tasks, knowledge, skills, and abilities related to teaching. TPEs are aligned to the California K-12 student academic standards and to the California Standards for the Teaching Profession (CSTP). The thirteen TPEs are organized into six domains:

#### A. Making Subject Matter Comprehensible to Students

TPE 1 - Specific Pedagogical Skills for Subject Matter Instruction

#### B. Assessing Student Learning

TPE 2 - Monitoring Student Learning During Instruction

TPE 3 - Interpretation and Use of Assessments

#### C. Engaging and Supporting Students in Learning

TPE 4 - Making Content Accessible

TPE 5 - Student Engagement

TPE 6 - Developmentally Appropriate Teaching Practices

TPE 7 - Teaching English Learners

#### D. Planning Instruction and Designing Learning Experiences for Students

TPE 8 - Learning About Students

TPE 9 - Instructional Planning

#### E. Creating and Maintaining Effective Environments for Student Learning

TPE 10 - Instructional Time

TPE 11 - Social Environment

#### F. Developing as a Professional Educator

TPE 12 – Professional, Legal, and Ethical Obligations

TPE 13 - Professional Growth

## **California Teaching Performance Assessment Tasks**

In order to develop the CA TPA system, the Commission contracted with Educational Testing Service (ETS) in 2001-03 to develop four performance assessment tasks, a candidate handbook, task-specific rubrics, a record of evidence (ROE), benchmark cases, independent scoring cases, assessor training materials, and an information resource guide for IHEs planning to implement the CA TPA. The development work of the CA TPA system was funded by a Title II, federal grant and is currently available to California teacher preparation programs at no cost.

Four separate performance tasks focus on different aspects of teaching practice. The tasks are interrelated, yet separate, and increase in complexity. They were purposefully, developmentally linked and candidates typically complete them in order. Collectively, these four tasks measure twelve TPEs that describe what California beginning teachers need to know or be able to do to qualify for preliminary Multiple Subject and Single Subject credentials. TPE 12 is not assessed in the CA TPA. IHEs, however, are required to assess the legal and ethical aspects of teaching as defined in TPE 12.

The CA TPA tasks are briefly described below:

**Task 1: Principles of Content-Specific and Developmentally Appropriate Pedagogy** - teacher candidates are given the opportunity to demonstrate their knowledge of principles of developmentally appropriate pedagogy, of specific pedagogical skills for subject matter instruction as well as interpretation and use of assessment, and of adaptation of content for English learners and students with special needs.

**Task 2: Connecting Instructional Planning to Student Characteristics for Academic Learning** - teacher candidates are given the opportunity to demonstrate their ability to learn important details about a small group of learners and to design a lesson that is shaped by those contextual details.

**Task 3: Classroom Assessment of Academic Learning Goals** - teacher candidates are given the opportunity to demonstrate their ability to design standards-based, developmentally appropriate student assessment activities in the context of a small group of students and a specific lesson. In addition, candidates will demonstrate their ability to assess student learning and to diagnose student needs from individual responses to the assessment activities.

**Task 4: Academic Lesson Design, Implementation, and Reflection after Instruction** - teacher candidates are given the opportunity to demonstrate their ability to design a standards-based

lesson for a class of students, implement that lesson making appropriate use of class time and instructional resources, meet the differing needs of individuals within the class, manage instruction and student interaction, assess student learning, and analyze the strengths and weaknesses of the lesson.

The development of the CA TPA system required several phases – development of task-specific scoring rubrics for each of the four tasks, pilot testing and field review of the tasks, training of assessors to uniformly apply the scoring criteria, and finally, establishing a passing standard for IHEs to adopt. Additional materials were developed to assist candidates, faculty, and assessors to implement the system.

A compelling feature of the CA TPA is that the system is an "open" system. None of the CA TPA tasks are considered "secure" items. Tasks, rubrics, and scored benchmarks are available to candidates and faculty prior to assessment. Candidates are advised to practice and gain the knowledge, skills, and abilities defined by the TPEs and CA TPA tasks. Candidates may repeat the tasks over until they gain a passing score. Tasks are not timed assessments and candidates may use resources as they work to complete a response. Tasks 2 through 4 require candidates to plan and implement instruction and assessment for actual students. Typically, tasks 2, 3, and 4 are completed during a candidate's student teaching experience.

TPA tasks are to be both formative and summative and are to be embedded in the candidate's course of instruction. Candidates receive instructional feedback on each task as they complete it. Candidates may not progress to the next task if they receive a score of 1 on the CA TPA. Institutions must provide additional instruction and counseling to candidates as they move through the four tasks.

The CA TPA is also summative. Candidates must achieve a total score of 12 points across the four tasks to meet the recommended state passing standard. SB 2042 requires that candidates complete an approved teacher preparation program, student teaching, and pass a TPA to be recommended for a preliminary credential. *(It is important to note that at its April, 2003 meeting, the Commission on Teacher Credentialing took action to suspend passage of a TPA as a requirement for a preliminary MS or SS teaching credential. The suspension of immediate implementation provided an opportunity for Commission staff to work with IHEs to plan for an eventual administration and to begin assessor training.)*

#### **Commission-sponsored Lead Assessor Trainings – 2003-2004**

Faculty from forty IHEs attended training and piloted components of the voluntary CA TPA, during the 2003-04 year. *(See Appendix X for a list of IHEs that attended training.)*

In order to prepare IHEs for an eventual implementation of the SB 2042, Commission staff offered its first series of the state lead assessor trainings in September 2003. Training sessions were limited to 40 participants. Each training was designed for three-days – a day of foundational information and bias awareness training, followed by two days of task-specific

assessor training and calibration. The foundational training provided an overall picture of the CA TPA system, its development, and history of SB 2042. The task-specific training days focused mainly on a specific task, its 6 benchmark cases, and 12 independent scoring cases.

To qualify as a state-certified lead assessor, individuals were required to complete all three days of training per task and demonstrate calibration. Once participants completed the foundation day training and bias awareness, they did not have to repeat it at subsequent trainings. The overall goal for the two days of task-specific trainings was for participants to have a thorough understanding of all four score levels and the unique language used to describe a particular score level. In addition, they were required to score at least eight independent cases. Over 300 faculty have been trained in the scoring process.